

Early Learning Advisory Council (ELAC)

Early Achievers Review Subcommittee (EARS)

Meeting Minutes

Monday, October 19 from 8:00 to 10:00am

Early Start Act Annual Progress Report

- EARS members reviewed and provided input on the proposed [Annual Report Outline and Development Process](#).

Discussion	<ul style="list-style-type: none"> The Role of EARS is advisory as identified in the Early Start Act, and is to review the report with a racial equity lens and guide on perspective of communities of color Section 2 <ul style="list-style-type: none"> There was a suggestion to report data regionally. It is important to be clear on age differences for 3 and 4 year old classrooms. Include in the notes a clarification that because of Early Achievers rollout some regions had less time which could account for data differences. It is important to differentiate blended ECEAP and ECEAP only sites and look at the reciprocity pilot timeline. Section 3 <ul style="list-style-type: none"> There was a recommendation to include a paragraph in each section about challenges faced—including that some regions started later than others, or the rerate process hasn't been available until now. Challenges can also be outlined in a general summary at the end of the report. It was also suggested that wins be in each section along with gaps/challenges. Section 6 <ul style="list-style-type: none"> Highlight the continuous improvement. What are the implications? Will it be informed by provider experiences? What have the different experiences been between cohorts? The report will have opportunity to talk about lessons learned as Early Achievers has been implemented. Include a narrative on how Early Achievers has changed to work better for family homes. Section 7 <ul style="list-style-type: none"> Data on ECEAP challenges gathered through organizations that submitted a letter of intent but did not submit their application for ECEAP expansion. This could also include information about those who received a letter of reward but did not take the slots. Create a definition of "diverse cultural backgrounds" as described in the Early Start Act <ul style="list-style-type: none"> The "diverse cultural backgrounds" refer to children, providers and communities, and will need to have demographics and cultural representations defined for all 3 groups. There was a suggestion to include anecdotal data. There was agreement about approaching it through a cultural humility perspective. Diversity Section <ul style="list-style-type: none"> Should there be a diversity section and also a diversity lens in each section? There was discussion about how it would be presented. Would it be the main driver of the narrative; be included where policy and implementation impact different groups in different ways?
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	<ul style="list-style-type: none"> ○ The challenges and successes can work well in this way—where there is a mandate or resource, it can either advance equity or set us back. • Connection to school readiness children’s outcomes goals <ul style="list-style-type: none"> ○ There was a question about TS Gold assessment data and rating level correlation. Head Start, ECEAP, and Seattle preschool data is available, but not much data on child care. ○ It was suggested that since not much data is available now the report could allude to the fact that the focus now is on providing access to high quality programs and data on child outcomes will be available in a few years. This will avoid setting a false baseline with a small data set.
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Participants: Zam Zam Mohamed, Deeann Burtch-Puffert, Wilanne Ollila-Perry , Dee Hirsch, Lois Martin Jennifer Jennings-Shaffer, Sandy Nelson, Karen Sampson, Caroline Shelton, Nancy Spurgeon, De’Etta Simmons, Lee Williams, Laura Armstrong, Iftin Iftin Hagimohamed, Jan Thoemke, Sandra Szambelan, Dan Torres, Carrie Wolfe, Rachael Brown-Kendall, Valisa Smith, Nicole Rose, Luba Bezborodnikova, Evette Jasper, Deanna Stewart, Ashley Palar